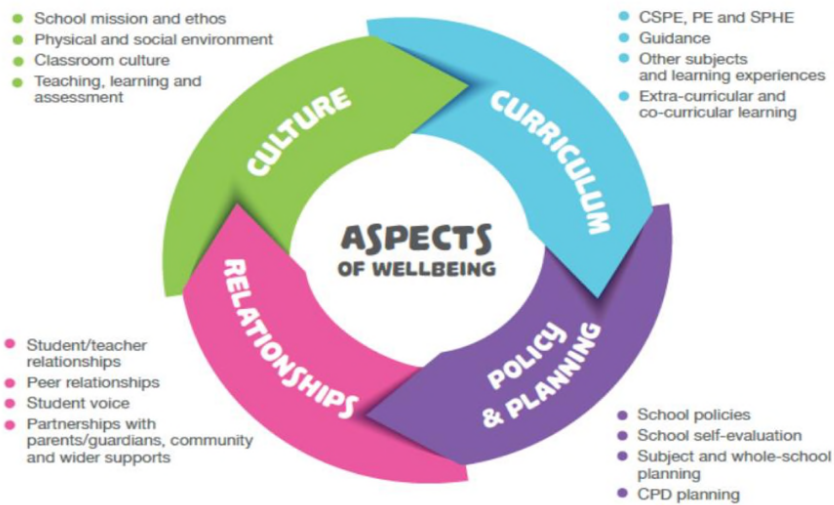




Wellbeing in our school

Four Aspects of Wellbeing



St Vincent's School aspires to provide a safe, happy environment in which all pupils can reach their full potential. St Vincent's School also aspires to the provision of a safe, comfortable and supportive environment for all the staff within the School community.

Culture

Physical and social environment

The physical environment conveys a message of warmth, welcome and inclusion.

The school is a safe place for all pupils.

Pupils are not restricted in their movements around the school.

Pupils are encouraged to orientate themselves as independently as possible

The school building is accessible for students who have no mobility impairment. Pupils in wheelchairs are at present unable to access the Home Economics room and Snoezelen.

Pupils have access to mobility aids if appropriate at all times

Pupils and staff take pride and care in maintaining the physical environment.

The school environment is conducive to promoting physical activity and healthy eating choices.

Pupils do not have access to a soft room area for Occupational Therapy needs. This is an area of concern for the Board of Management, who are reviewing with the aim to improve access for all.

Active flag Food dudes Focus groups

Classroom culture

Teachers have high expectations for all pupils.

There are open, positive, supportive relationships between teachers/SNA'S and pupils in class

A culture of collaboration and cooperation is promoted through day-to-day teaching and learning

Pupils feel safe, secure and respected in their classrooms.

Pupils are facilitated to be as independent as possible: in classroom routines, transitions, organization of their schedules, and management of personal belongings.

Teaching, learning and assessment

Pupils are actively engaged in their at school.

Teachers direct learning so pupils can improve their independence, mobility and language skills

Teachers use active methodologies to develop the key skills in their subjects.

Teaching and learning is differentiated and provides an appropriate challenge to enable all pupils to engage and experience success.

All pupils have an Individualised Education Plan which is reviewed termly

Assessments are ABLLS for the junior pupils and AFLS for the senior pupils.

Relationships

Pupil teacher relationships

Pupil teacher/ SNA / auxiliary staff relationships are friendly, caring and respectful.

The whole school staff feels confident, as individuals, to support the pupils in their learning, care and behavioral needs

Pupils are enabled to make personal choices.

There is a positive discipline policy where discipline issues are resolved with care, respect and consistency. Please refer to 'Our School Rules'

There is a shared vision and understanding of what student wellbeing means, which emphasizes strengths and capacities, rather than simply focusing on challenges and needs.

Peer relationships

Pupils show respect, care and concern for each other.

Pupils feel safe and supported amongst their peers.

Staff feel supported and cared for amongst their colleagues.

Student voice

All students have an opportunity to have their voice heard and are involved in making decisions about their life in school.

Pupils have unrestricted access to augmentative communication systems

Pupils are given the time to respond.

Pupils have autonomy in every day choices and activities

Partnership with parents/ guardians, community and wider supports

Parents/guardians feel welcome, respected and listened to as partners in the education of their children.

Parents/guardians have opportunities to learn how they can support their child's wellbeing

Pupils are given opportunities within the local environment in social training programs.

Curriculum

National Primary Curriculum	Curriculum Guidelines, Moderate /Severe General Learning disabilities	Junior Certificate Schools Programme, PLU Elements	ASDAN -towards independence
Language- English	Communication & Language	L1LP'S L2LP'S	Independence living
Mathematics	Mathematics	Communication and Literacy	Meal Preparation and Cooking
Social, Personal and Health Education	Social Personal and Health Education	Numeracy	School Leavers Programme
Social, Environmental and Scientific Education- history, geography, science	Social, Environmental and Scientific Education- history, geography, science.	Personal Care/ Personal and wellbeing	
The Arts	Visual Arts	Living in a community/ being part of a community	
Physical Education		Preparing for work	
		The Arts	
		Physical Education	

Policy	CPD Planning	Whole School Planning
Child Safeguarding Admission Policy Code of Behaviour Health and Safety Intimate Care Whistleblower	JC2 Level 1 and 2 in service training Cluster workshops Primary Language Curriculum Attention Autism Peg Feed Training Occupational First Aid Training	Literacy Maths Behavioural management SPHE SESE Orientation

School Self Evaluation – see attached